DOCUMENT RESUME

ED 449 820 IR 058 064

AUTHOR Yackin, Bethany D.
TITLE A Content Analysis of Job Announcements for Overseas Library Positions from January 1999 to May 2000.
PUB DATE 2000-07-00
NOTE 39p.; Master of Library Science Research Paper, Kent State University.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Employment Experience; Employment Opportunities; *Employment Qualifications; Foreign Countries; *Librarians; Masters Degrees; Media Specialists; *Occupational Information; *Overseas Employment; Work Environment

ABSTRACT

This study used a content analysis methodology to identify what qualifications employers were looking for in overseas library position announcements in three sources: "American libraries," "College and Research Libraries News," and the International Federation of Library Associations and Institutions (IFLA) Listserv. One hundred and three (103) announcements were analyzed using the following research questions: (1) Is a Master's in Library Science (M.L.S.) required? (2) Is another type of degree required? (3) Is previous library experience required? (4) How many years of library experience are required? (5) Is there a foreign language requirement? (6) In what type of library is the job located? (7) What type of library position is being advertised? (8) What is the salary? (9) Are there benefits? (10) Where is the job located? Some of the findings of the study were: an M.L.S. was asked for in about half of the postings; previous experience was usually required with many positions asking for considerable experience; foreign language abilities were not required or preferred in the majority of listings; academic libraries were the most common type of library; administrative or faculty positions were the most frequently sought type of library position; salary ranges were quite wide with benefits mentioned about one-third of the time; and the United Kingdom, Canada, and the United Arab Emirates were the three countries with the highest number of postings. A list of sources and agencies is compiled in an appendix to aid interested parties in locating a position as an overseas librarian. The coding sheet is also appended. (Contains 27 references.) (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 820

A CONTENT ANALYSIS OF JOB ANNOUNCEMENTS FOR OVERSEAS LIBRARY POSITIONS FROM JANUARY 1999 TO MAY 2000

A Master's Research Paper submitted to the
Kent State University School of Library
and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Bethany D. Yackin

July, 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D.P. Wallace

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR058064

BEST COPY AVAILABLE

Master's Research Paper by

Bethany D. Yackin

B.A., Ohio University, 1987

M.A., Ohio University, 1998

M.L.S., Kent State University, 2000

Approved by

Advisor _____ Date _____

CONTENTS

LIST OF TABLES iv

CHAPTERS

I. INTRODUCTION 1

Purpose of the Study 4

Definition of Terms 4

Limitations of the Study 5

II. LITERATURE REVIEW 6

Academic Library Position Announcement Studies 7

Other Library Position Announcement Studies 11

III. METHODOLOGY 14

IV. ANALYSIS OF DATA 16

V. CONCLUSIONS 26

Recommendations for Further Research 27

APPENDIX

A. CODING SHEET 29

B. SOURCES FOR FINDING OVERSEAS LIBRARY POSITIONS . . . 30

REFERENCE LIST 32

TABLES

Table		Page
1.	Distribution of Degree Requirements	16
2.	Distribution of Previous Library Experience Requirements	18
3.	Distribution of Non-English Language Requirements	19
4.	Distribution by Individual Language Requirements	19
5.	Distribution by Type of Library	20
6.	Distribution by Library Department	21
7.	Distribution of Salary Figures	22
8.	Distribution of Presence or Absence of Benefits	23
9.	Distribution by Geographic Location	24
10.	Distribution by Individual Countries	24

CHAPTER I

INTRODUCTION

The field of library and information science offers far more variety than might appear at first. Students who enter the field simply wanting to be librarians are faced with a myriad of decisions. One is the type of library in which they would prefer to work. Do they see themselves in an academic or public library setting? Do they want to work in a school? Or would they prefer running a one-person library in a corporate setting? Archives and special libraries offer other options.

Not only must librarians think about *where* they want to work, but also in *what* capacity. Would they prefer to be a public service librarian and work at the reference desk, or are they more the behind-the-scenes type preferring to work in technical services? Increasingly, librarians may not fulfill a traditional role at all and may be asked to take on the tasks of a computer specialist as opposed to a librarian.

Additionally, the bar is being moved up for qualifications in many types of library positions. Academic librarians are often expected to possess a second master's degree (Jackson and Clouse 1988); university and law school librarians are being asked to have both a Master's in Library Science (M.L.S.) and a law degree (Field 1993); and, most position advertisements these days require some level of computer skill (Zhou 1996). Many employers are looking for one or more years of experience, making it difficult for the novice library student to land that first job.

With a job market that is becoming increasingly competitive, there is one small sector of the market which has received little attention in the literature--that of overseas librarianship.

Reasons for going abroad vary from person to person, but tend to gather around a few central themes. One is altruism. A genuine belief in contributing to the betterment of others has been a facet of librarianship for decades. This want of helping others often extends to overseas librarianship. Some decide to go abroad because they feel they can truly make a difference, especially librarians who travel to countries with poor and underdeveloped library systems. Some librarians, both new and experienced, see working overseas as an opportunity to widen their own professional horizons. Building a library, computer facility, electronic database, etc., from the bottom up is an opportunity most never get in an established institution. Some simply do it for the adventure. On the darker side, one Nigerian writes that "Africa [the example can be extended to other regions as well] . . . provides a sanctuary for the outcast of civilization" (Ogude in Olden 1979, 249).

Opportunities in overseas librarianship lie in a variety of options. One is to go abroad as a volunteer. Both national and international organizations offer opportunities to volunteer for library work. The United Nations Volunteers (UNV) (Brazier 1993), the British Voluntary Service Overseas (VSO) (Baird 1993) and the American Peace Corps (Cassell 1999) are a few examples. The term *volunteer* can be somewhat of a misnomer as participants are given a living allowance, have their airfare paid and are often provided with some type of housing.

Another option for those already holding a library position is a job exchange (Stanley and Cooper 1997). In a job exchange, librarians from two different countries simply take each other's jobs for a short period of time, usually six months to a year. Oftentimes other aspects of life are also traded such as homes, cars and even salaries.

Keane writes that "an exchange allows a librarian to experience a change for a time while collecting a salary and yet offers the security of returning to his/her current post" (Keane 1989, 441). She adds that both the individual librarians as well as the participating institutions can benefit from the exchange of ideas and that the contact can lead to inter-institutional cooperation in the future. Some drawbacks to an exchange, however, are that salaries may not be comparable, institutions may not be cooperative, and there are no formal standards for exchanges so that the two librarians involved must make all the arrangements themselves.

Another potential library position overseas is that of the library consultant. Parker states that "employment of foreign librarians as consultants or advisers . . . was first undertaken in the years between the two world wars by the Carnegie Corporation of New York, which sent a number of leading British and American librarians on advisory missions to East, West and Southern Africa, to the West Indies and to Australia and New Zealand" (Parker 1979, 314). After the Second World War, the work of the Carnegie Corporation was taken over by national entities such as the British Council, United States government aid agencies and agencies of the United Nations such as UNESCO (Parker 1979). These positions usually require experienced library professionals. Parker makes a distinction between the overseas library consultant and the foreign library expert. The foreign library expert is more likely to be in a permanent, long-time position and have the authority to make decisions. The library consultant is likely to be temporary and hired to give advice, often lacking the authority to push through his or her initiatives and is often made to serve two masters: the foreign institution being advised as well as the sponsoring agency.

Purpose of the Study

Although articles have been written on librarians traveling abroad to work, and research has been done in the form of content analysis of job advertisements for various types of libraries and library positions, no research could be found that dealt specifically with content analysis of job advertisements for overseas library positions.

The purpose of this study is to identify what qualifications employers are looking for in overseas librarians. This paper focuses on paid positions as opposed to voluntary ones and does not consider job exchanges, but only one-person, one-way situations. Only positions open to U.S. librarians are used. A list of sources and agencies is compiled in an appendix at the end of the study to aid interested parties in locating a position as an overseas librarian.

Definition of Terms

For the purpose of this study, the following terms are defined as shown. *Overseas librarianship* will refer to a national of one country traveling to another to work for a limited period of time with the intent of returning to the home country at the end of a contract or other stated length of time. It does not refer to the study or practice of librarianship in other countries.

A *Listserv* is an email system where users subscribe to join in on group messages. A message sent to the Listserv is sent to every subscriber's mailbox (http://www.trinity.edu/~rjensen/245glosf.htm#Navigate).

Limitations of the Study

This study is limited to job announcements found in three sources: *American Libraries, College & Research Libraries News* and the International Federation of Library Associations and Institutions (IFLA) jobs Listserv. These sources do not comprise a definitive list of sources for overseas positions, but proved to be the most obtainable. Therefore, these findings cannot be generalized to all position announcements. Alternate sources for current international library job announcements can be found in appendix B.

CHAPTER II

LITERATURE REVIEW

Content analysis is an attempt to quantify for research purposes what might otherwise be a qualitative process: describing the contents of some body of work. Busha and Harter (1980) describe content analysis as a procedure for the objective analysis of content such as words, phrases, concepts, themes, characters, sentences and paragraphs.

Allen and Reser (1990) wrote on the use of content analysis in library and information studies. They saw the methodology being used in library science research in two ways: as a method which uses rigorous and quantitative analysis to draw conclusions and as a less scientific method fraught with subjectivity. The former was further divided into two methods of analyzing: classification analysis and elemental analysis. The first assigns documents to classes or categories to quantify one or more of their characteristics. The second identifies the frequencies of words or phrases used in a document. The authors determined that the types of documents being studied using content analysis were mainly journals (53%), and to a substantially lesser extent, books (13%). The remainder (33%) was made up of a variety of types of documents including book reviews, entries in indexes, scientific abstracts, school board minutes, academic library standards and manuals for online systems.

Allen and Reser are critical of the samples used in most of the papers studied calling them "samples of convenience" (Allen and Reser, 1990, 256). Additionally, they suggest that categories chosen to be analyzed should be based on previous studies if at all possible and be exhaustive, mutually exclusive and clearly defined. The article concludes

that although content analysis can be a valid and useful methodology in library research, the studies often lack scientific rigor.

Academic Library Position Announcement Studies

Reser and Schuneman (1992) looked at the academic library job market and compared the differences between public and technical service positions as described in job advertisements in *American Libraries, College & Research Libraries News,* and *Library Journal* during 1988. They compared job title, geographic region, presence of administrative duties, computer skills, language skills, previous work experience, education levels and salary. They found that technical services were more likely to include administrative responsibilities, require foreign language skills, computer skills and previous work experience, but were likely to receive a lower salary at higher career levels than their public service counterparts. Public service librarians were more likely to require another advanced degree; both were likely to require an MLS degree.

Jackson and Clouse (1988) reviewed employment advertisements for academic librarians over a one-year period in *The Chronicle of Higher Education*. They looked at indications of rank, academic expectations, benefits, tenure, salary and mention of equal employment opportunities. They found that a majority of positions offered academic rank; almost three-quarters required an MLS; 17.5% required a second master's degree; academic expectations included writing, publishing, teaching, research and committee assignments; benefits were seldom included in the postings; tenure was not mentioned in most advertisements; and, few listings showed an effort was being made to recruit women, minorities or disabled persons.

White (1999) did a study analyzing subject specialist position announcements for academic libraries appearing from January 1990 through September 1998 in *American Libraries, College & Research Libraries News,* and *The Chronicle of Higher Education.* His literature review offers particularly useful information for researchers doing work in the area of content analysis of job advertisements. Variables included position titles, if the institution was an American Research Library (ARL) member, whether tenure was mentioned, salary ranges, responsibilities, presence or absence of a reporting line, required and desired education, and required and desired skills/experience. The study found that position titles varied; approximately half of the postings mentioned tenure or faculty status; most advertisements were for ARL libraries; most advertisements did not include a reporting line; salary information was usually included; reference desk services, bibliographic instruction and collection development were the three responsibilities most mentioned; computer skills were commonly listed; an MLS was expected; and, 18% of the positions required a second master's degree.

Mueller and Mering (1991) looked at advertisements for serials positions in academic libraries from 1980 to 1988 in four publications: *American Libraries, College & Research Libraries News, Library Journal* and *The Chronicle of Higher Education.* They looked at position titles for serials librarians, number of years' experience required, and the change in the number of positions advertised over the nine-year span. They concluded that demands for serial department heads and catalogers were highest; the number of positions advertised increased 8% in the latter years of the study; and, one-third of the announcements required one or more years of experience.

BEST COPY AVAILABLE

Foote (1997) examined job announcements for systems librarians in academic libraries from 1990 to 1994 in *College & Research Libraries News*. She looked at position titles, responsibilities, degree requirements, required skills, reporting lines and salaries. Foote found that: (1) position titles for systems librarians varied widely over the five-year span with 64 different titles appearing in 107 announcements; (2) while responsibilities of systems librarians changed, degree requirements, required skills, reporting line and salary remained largely the same; and, (3) a little over one-third of the jobs posted (38.3%) had degree requirements other than an MLS. The author found this last fact troubling stating that the decreased demand for an MLS could erode the professional status of the field.

Zhou (1996) analyzed job advertisements to study the changes in computer skills required of academic librarians over a 20-year period. Zhou used 2,500 job advertisements from *American Libraries* examining only the ads that appeared every fifth year (1974, 1979, 1984, 1989, and 1994). The author found that the computer skills required of academic librarians changed from a peripheral issue to a standard requirement for all types of academic library positions; advertisements for technical and public service positions required multiple computer skills toward the final years of the study; and, knowledge of automated library systems was the most frequently listed computer-related skill.

Xu (1996) studied the impact of automation on job requirements and qualifications for catalogers and reference librarians in academic libraries from 1971 to 1990 as found in announcements in *American Libraries*. Xu looked at subject knowledge in other academic disciplines, previous work experience, computer skills and

administrative responsibilities. Xu found that requirements of previous work experience were becoming more similar for the two types of librarians; both types of positions were increasingly requiring computer skills; and, a shortage of catalogers and an increased demand for reference librarians were leading to more entry-level postings for both. However, there remained differences in responsibilities, knowledge and skills required of the two types of positions.

Robinson (1993) examined position announcements in *College & Research Libraries News* for collection development and management (CDM) positions from 1980 through 1991. He looked at what experience and skills were required over the 12-year period and if they had changed with time as well as if the two variables varied with type of academic library or by type of CDM position. Results indicated that the number of CDM announcements nearly doubled yearly; a majority of CDM positions were not full-time, but combined with another function; most CDM listings did not include faculty status or tenure; less than one-quarter (18%) of the announcements required another advanced degree, but 42% desired one; 26% of the positions required some foreign language ability; and, 83% of the listings were for research libraries. Responsibilities were varied and included reference, bibliographic instruction, collection evaluation and budgeting.

Beall's (1991) study focused on terminology used to describe the foreign language qualifications of catalogers in academic libraries. Data came from job advertisements in *American Libraries* over a one-and-a-half-year period. The study pointed out the three main activities involved in cataloging--description, subject analysis and classification--each required different levels of language proficiency, but that

BEST COPY AVAILABLE

cataloging positions generally emphasized reading as the required language skill. The study further commented on the ambiguity of the terms *knowledge of* or *working knowledge of* in describing foreign language skills.

Kendrick (1991) surveyed business librarians in academic libraries to gather information on their educational background, experience and professional activities. She found that the majority of academic librarians majored in history or English, that 17.3% have a master's in business administration, and 28.4% have a second master's degree. Furthermore, the study indicated that most business librarians did not start out as such, but rather began in some other capacity, such as general reference.

Other Library Position Announcement Studies

Wright (1988) examined job opportunities for academic and public librarians from 1980 to 1984 for MLS requirements, geographic location, salaries and administrative and non-administrative positions. The job advertisements were taken from *American Libraries, College & Research Libraries News,* and *Library Journal.* She found that 67.2% of the advertisements were for academic librarians, most positions were non-administrative, an MLS was required for most jobs, the largest number of positions were located in the South and Midwest with the highest salaries being offered in the West.

Copeland (1997) analyzed position announcements over a 15-year span from 1980 to 1995 in *American Libraries* and *College & Research Libraries News.* The study did not include specific variables, but rather summarized the skills stated and described the general shift in requirements over the 15-year period. Cataloging positions went from requiring knowledge of cataloging standards and bibliographic utilities to emphasizing

knowledge of integrated systems. Copeland concluded that downsizing, outsourcing, reorganizing and automation all threaten to change traditional cataloging.

Detlefsen (1992) looked at job advertisements for research libraries in *The Chronicle of Higher Education, College & Research Libraries News, The New York Times, Science* and library school Listservs over a six-month period in 1991. While no specific analyzing criteria were stated, more general descriptions of the announcements were given. Detlefsen concluded that there was a trend toward favoring candidates with a specialization in subject, technical or management fields and away from requiring the traditional MLS degree.

Brimsek (1991) looked at job requirements for special libraries in the Washington, DC area as listed in *The Washington Post* from 1983 through 1989. Variables included degree requirements, management background or experience, experience level, experience type, foreign language ability, online searching skills, subject area knowledge, communication skills and computer skills. The study found that 70% of the postings required an MLS, 50% listed some prior experience, and over 25% online searching skills. Requirements for computer skills went from less than one percent in 1983 to 17% in 1989.

Cloonan and Norcott (1989) examined preservation librarianship as reflected in job descriptions from 1975 through 1987 in five publications: *Abbey Newsletter, American Libraries, The Chronicle of Higher Education, College & Research Libraries News,* and *Conservation Administration News*. They looked at when the title *preservation librarianship* first appeared in job advertisements, required knowledge, skills and training, responsibilities, number of job listings over the stated period of time,

what types of libraries and other organizations were hiring preservation librarians, for which department the preservations librarian worked, and how salaries compared with other areas of librarianship. The study found that the term preservation librarianship first appeared in an advertisement in 1978 for Harvard University; an MLS was preferred; administrative and preservation skills were often listed qualifications; responsibilities included planning, development of policy and procedures and supervisory responsibilities; preservation programs were centered in university academic research libraries; preservation librarians were part of different library divisions; and, salaries of preservation librarians were below the average salary for other similar hierarchical levels.

Field (1993) analyzed position postings for law librarians found in the *American Association of Law Libraries Newsletter* over an 18-month period. Her criteria included job title, degrees required and preferred, work experience, salary, geographic location of jobs, and computer experience. The study found that most institutions hiring law librarians required an MLS; university or law school positions were more likely to require or strongly prefer a law degree in addition to the MLS; and, experience in a law library was highly preferred, especially if the applicant possessed online searching skills using legal databases.

CHAPTER III

METHODOLOGY

The methodology used in this study is that of content analysis. One hundred and three (103) job advertisements spanning a one-year and five-month period from January 1, 1999 to May 31, 2000 were examined in three sources.

The first is the International Federation of Library Associations and Institutions (IFLA) Listserv. The list is free and can be subscribed to by sending an electronic message to the address: LISTSERV@INFOSERV.NLC-BNC.CA and adding to the message portion of the mailing: subscribe LIBJOBS firstname lastname. Earlier job postings for overseas librarians included within the time frame of this study were retrieved from the Listserv's archives.

The second and third sources are the job announcement sections in *American Libraries* and *College & Research Libraries News.*

The positions chosen for the study were located in any country other than the United States. Announcements from other countries were not included in the study if they specifically stated that non-citizens of that country or regional grouping (for example, the European Union) were not eligible for consideration or would not be given priority consideration. However, it should be noted that although it is not stated, non-citizens may not be given equal consideration in applying for these overseas positions, especially in more developed countries such as Canada and the United Kingdom.

Duplicate postings among the three sources or from one month to the next were discarded.

BEST COPY AVAILABLE

The job advertisements were analyzed using the coding sheet found in appendix A. The coding sheet reflects the following research questions: (1) Is a Master's in Library Science (MLS) required? (2) Is another type of degree required? (3) Is previous library experience required? (4) How many years of library experience are required? (5) Is there a foreign language requirement? (6) In what type of library is the job located? (7) What type of library position is being advertised? (8) What is the salary? (9) Are there benefits? (10) Where is the job located?

The information obtained from the coding sheets was analyzed using the Statistical Package for the Social Sciences (SPSS).

CHAPTER IV

ANALYSIS OF DATA

Of the 103 position announcements, eighty (78%) were listed on the IFLA Listserv, nineteen (18%) were found in *American Libraries,* and four (4%) came from *College & Research Libraries News.*

The first qualification analyzed in the job announcements was a degree requirement. Specifically, the advertisements were measured for whether or not a Masters in Library Science (M.L.S.) degree was required, if another type of degree was required, or if there was no mention of a degree.

Table 1 shows that almost half (49.5%) of the job advertisements required an M.L.S. degree while about one third (29.1%) required some other type of degree.

Table 1.

Distribution of Degree Requirements.

Degree Requirements	Frequency of Qualification (f)	Percentage of Total Advertisements (%)
M.L.S.	51	49.5
Other degree	30	29.1
No mention	22	21.4
Total	103	100.0

Jobs advertisements for university faculty positions generally required a Ph.D. It should be noted that an M.L.S. is not necessarily the standard library science degree in other counties. While most of the positions advertised in Canada used the terminology *M.L.S.*, positions in the United Kingdom used wording such as "chartered librarian," "good degree," "educated to degree level," "university degree" and "graduates with professional library qualification." Most of the positions in Asia and the Middle East used the *M.L.S.* qualification.

Next, the advertisements were analyzed for library experience requirements. Library experience was divided into time frames as shown in table 2. While the most common number of years of experience specified were 3 to 5 (27.2%), the majority of announcements either did not require library experience, asked for another type of experience such as "some experience in IT advocacy," experience in the development of WWW applications," and "substantial experience of project management," or the wording implied or stated previous experience, but did not spell it out in terms of a specified number of years. Examples of this include wording such as "high-level management experience in a research library," "experienced . . . with outstanding skills," "knowledge and experience of," and "demonstrated expertise."

Table 2.

Distribution of Previous Library Experience Requirements.

Library Experience	f	%
1-2 years	9	8.7
3-5 years	28	27.2
6-10 years	7	6.8
Implied or stated, not specific	31	30.1
No mention	28	27.2
Total	103	100.0

The third criterion was whether or not a language other than English was required or desired. Table 3 shows that three-quarters of the positions did not require or prefer another language. One reason for this is that the majority of the job advertisements looked at in this study were in English-speaking countries such as Canada, the United Kingdom and, to a lesser degree, Australia. This will be examined in more detail in table 8. Table 4 distributes the language requirements by individual languages. Some advertisements contained preferences or requirements for more than one language.

Table 3.

Distribution of Non-English Language Requirements.

Language Requirements	f	%
Required	15	14.6
Desired	10	9.7
None	78	75.7
Total	103	100.0

Table 4.

Distribution by Individual Language Requirements.

Individual Language Requirements	Desired		Required	
	f	%	f	%
Arabic	3	23.1	0	0.0
Chinese	2	15.4	1	7.1
East Asian languages	1	7.7	1	7.1
European languages	2	15.4	3	21.4
French	2	15.4	2	14.3
German	0	0.0	2	14.3
Hebrew	0	0.0	1	7.1
Italian	1	7.7	0	0.0
Japanese	1	7.7	0	0.0
Latin	0	0.0	1	7.1
Spanish	0	0.0	3	21.4
Non-specified	1	7.7	0	0.0
Total	13	100.0	14	100.0

Note: Some advertisements stipulated more than one language.

The type of library advertising for a position was the next aspect examined. The categories for type of library were public, academic, school and special as seen in table 5. None of the jobs advertised fell into the category of public library, while over half were in academic settings. Special libraries included a hospital library, national libraries, a textile museum, an education center, a U.S. embassy, archives, international organizations and businesses.

Table 5.

Distribution by Type of Library.

Type of Library	f	%
Public	0	0.0
Academic	61	59.2
School	4	3.9
Special	37	35.9
Not indicated	1	1.0
Total	103	100.0

Table 6 shows the library department for which the positions were advertising. *Public* refers to positions with patron contact such as reference or library instruction; *technical* refers to cataloging or indexing positions; *systems* positions are computer-oriented and might refer to Web page designers, database development, LAN and network supervision and other computer-based responsibilities; *administrative/faculty* refer to positions that are predominately supervisory, managerial, directorships or

academic faculty posts. One position could only be characterized as clerical and was advertised as an unpaid internship.

While some advertisements indicated responsibilities in more than one department, a decision was made as to the main focus of the job responsibilities and each post was coded for only one department.

Table 6.

Distribution by Library Department.

Library Department	f	%
Public	14	13.6
Technical	23	22.3
Systems	20	19.4
Administrative/faculty	45	43.7
Other	1	1.0
Total	103	100.0

Next, announcements were looked at for whether or not salary figures were given and, if so, what the salary ranges were. With the first category going from 0 to $25,000 USD (United States dollars), subsequent ranges increased in increments of $10,000 USD up to $74,999. Any amount above $75,000 USD was put into the seventh category. Table 7 gives the salary range distribution. Almost half of the postings (42.7%) did not mention a salary figure. Some salaries, especially those in the Middle East, were listed in U.S. currency. Others, for example several in Hong Kong, listed the conversion rate to U.S. dollars at the time of the posting. A currency conversion internet site was used for

salary figures not listed in U.S. dollars and the dollar figure was used in the final tabulation (http://www.oanda.com/convert/classic).

The category *other* included in-kind compensation such as room and board and transportation for one post, and health insurance, immunizations, visa costs and a stipend for the other. One unpaid internship offered no financial compensation.

Table 7.

Distribution of Salary Figures.
(in United States dollars)

Salary	f	%
$0-24,999	8	7.8
$25,000-34,999	17	16.5
$35,000-44,999	8	7.8
$45,000-54,999	9	8.7
$55,000-64,999	3	2.9
$65,000-74,999	4	3.9
$75,000+	7	6.8
No mention	44	42.7
Other	3	2.9
Total	103	100.0

Related to salary considerations was whether or not the job announcements included benefits. Table 8 merely shows the presence or absence of benefits. Only about one-third (33%) of the advertisements mentioned benefits. Those included ranged from additional pay for a "London allowance" for several of the positions in the United Kingdom to detailed benefits packages for positions in the Middle East and Hong Kong. A typical posting in the United Arab Emirates, for example, includes housing, health

care, generous annual paid vacations, annual tickets home for the employee and their family, furniture allowances, end-of-contract bonuses, educational subsidies for children and no income tax.

Table 8.

Distribution of Presence or Absence of Benefits.

Benefits	f	%
Included	34	33.0
No mention	69	67.0
Total	103	100.0

Finally, the position announcements were examined for geographic location. They were divided into five regions as shown in table 9. The majority of the postings in Europe were in the United Kingdom. Most of the positions in the Middle East/Africa were in the United Arab Emirates. Many of the advertisements for Asia were for positions in Hong Kong (now part of China). Two U.S. territories were included in this study: Guam and Puerto Rico. Individual countries are shown in table 10.

Table 9.

Distribution by Geographic Location.

Geographic Location	f	%
Canada	16	15.5
Latin America/Caribbean	3	2.9
Europe	43	41.7
Middle East/Africa	20	19.4
Asia/The Pacific	21	20.4
Total	103	100.0

Table 10.

Distribution by Individual Countries.

Countries	f	%
United Kingdom		25.2
Canada		15.5
United Arab Emirates		12.6
Hong Kong		10.7
Australia		2.9
Belgium		2.9
Germany		2.9
France		1.9
Italy		1.9
Netherlands		1.9
Saudi Arabia		1.9
South Africa		1.9
Switzerland		1.0
Azerbaijan		1.0
Bangladesh		1.0
Bermuda		1.0
Eastern Europe		1.0

Table 10--*Continued.*

Countries	f	%
Egypt	1	1.0
Fiji	1	1.0
Greece	1	1.0
Guam	1	1.0
Guatemala	1	1.0
Israel	1	1.0
Kuwait	1	1.0
Marshall Islands	1	1.0
Philippines	1	1.0
Puerto Rico	1	1.0
Taiwan	1	1.0
Thailand	1	1.0
Turkey	1	1.0
Total	103	100.0

CHAPTER V

CONCLUSIONS

Three main conclusions can be drawn from this study. One is that most of the overseas positions advertised were not for the entry-level librarian, but rather someone with previous experience either in the field of librarianship or other fields, often in administrative roles. The rewards can be impressive, but the demands high. One position calls for a university librarian to head all library functions at a major academic library in South Africa. Another South African announcement is looking for someone to be the head of the national library. A university in Israel seeks a library director while a non-profit health agency with its headquarters in Bangladesh asks for ten years' experience. One of the posts at a Hong Kong university is a senior-level position in charge of strategic planning, budgeting, 40 professional and 190 support staff as well as extensive knowledge of computer systems and information technology. One of the two posts in France is the Assistant Director-General for Communication, Information and Informatics with UNESCO. The pay is impressive at $106,000 to $118,000, but the expectations are high.

Another fact gathered from the study is that a lack of foreign language skills should *not* be a reason to discount considering an overseas library position. While over three-quarters (75.7%) of the positions did not require or prefer *foreign* language skills, the most often required language was English.

Finally, librarians interested in working overseas will have to be more persistent than those remaining at home. Sources for international positions are more obscure, the time line from first considering going overseas to actually getting there could take a year

or more, the process may be more costly than simply looking in a local newspaper, and the qualifications tend to be high.

Recommendations for Further Research

As was mentioned earlier in the *Limitations of the Study* section, the three sources used here do not comprise a definitive list for finding overseas library positions. One source that could be added to the above list is *The Chronicle of Higher Education.* Although there are not a lot of overseas library job postings, the weekly publication is worth checking. Positions are likely to occur in academic libraries.

There are several sources for school librarians. Recruiting agencies that organize job fairs in the United States for teachers wanting to teach in international schools also hire librarians. One such agency is International School Services (ISS). Another is the University of Northern Iowa (UNI). The director of ISS writes, "we always are looking for qualified librarians and media specialists overseas" (Larsson 2000). The assistant director of UNI comments that " . . . over the past four years librarians have been in high demand at our event. Approximately 20-30 librarian positions have been posted each year over the past four years" (Roling 2000).

The International Educator(TIE) published in Massachusetts is a quarterly publication that contains some job listings for librarians in schools overseas. This publication should not be confused with *International Educator,* a bimonthly periodical published in Washington, DC.

The federal government offers several sources for finding library positions overseas. One source is the federal government's job list now online at

http://www.usajobs.gov. Although most library positions listed are located in the United States, overseas posts are also included.

Another place to consider looking is the Department of Defense which runs a school system for the benefit of dependents of U.S. military personnel stationed overseas. Recruitment is handled by the Department of Defense Educational Activity Office. Library positions under the title of *information specialist* are available at the elementary, middle and secondary school levels. The Department of Defense Education Activity home page can be found at http://www.odedodea.edu.

Two other government avenues to consider are the Fulbright program and the Peace Corps. While Fulbright grants are more academically-focused and aimed at faculty or researchers in library science, professionals in the field are also needed.

While Peace Corps participants are considered volunteers, expenses such as air fare, pre-service training, documentation, vaccinations, a living allowance and stipend are paid. A recent article in *American Libraries* reaffirms that library posts are still a part of the Peace Corps framework. In fact, while library volunteers of the past often started in another capacity and took on the role of librarian, today Peace Corps is requesting that countries design a specific library project with several librarians involved (Cassell 1999).

The American Library Association's Library Fellows Program offered another option for those interested in overseas library positions until it was canceled in 1998.

To aid in the search for overseas library positions, a list of sources and agencies has been compiled in appendix B.

APPENDIX A

CODING SHEET

M.L.S. required:

Another degree required:

Previous library experience:

How many years:

Foreign language required: desired:

What language:

Type of library (public, academic, school, special)

Library department (public, technical, systems, administrative/faculty):

Salary (stated or not):

Figure or range:

Benefits (stated or not):

Specifics:

Geographic location:

APPENDIX B

SOURCES FOR FINDING OVERSEAS LIBRARY POSITIONS

Academic and Other Libraries	**United States Government**
1. International Federation of Library Associations and Institutions (IFLA) Print: *IFLA Journal* Online: http://www.ifla.org Job Listserv: Click on *Activities and Services - IFLANET Mailing Lists - LIBJOBS - ARCHIVES (or follow directions on how to subscribe to the list)* 2. American Library Association Print: *American Libraries* - Career Leads section in the back; look under "Foreign Libraries" Online: http://www.ala.org Career Leads: Click on *Employment* - click on the latest issue of *American Libraries* 3. *College & Research Library News* Print: Same title 4. *The Chronicle of Higher Education* Print: Same title Online: http://chronicle.com Jobs: Click on *Jobs* - latest two weeks' issue *Comments:* Only subscribers can access the most recent job postings. Free postings are from the previous week. Many academic libraries subscribe to the print publication.	1. Federal government job list Online: http://www.usajobs.opm.gov Library postings: Click on *Current Job Openings* at the top - *Alphabetical Job Search - Yes* or *No - L (librarian)* or *I (information specialist)* *Comments:* Maintained by the Office of Personnel Management 2. Department of State - Teaching Overseas Online: http://www.state.gov/www/about_state/schools/oteaching.html *Comments:* Excellent site for information on teaching overseas; library jobs can also be found, especially in school libraries. It contains links to other sites listed here. 4. The Fulbright Program Online: http://www.iie.org/ Fulbright Programs: Click on *Fulbright* for a list of the different kinds of awards and programs that fall under the Fulbright umbrella. Online: http://www.iie.org/cies Council of International Exchange of Scholars grants: Click on *2001-2001 Awards Book - Professional* (for all postings for professionals listed by geographic region) or *Discipline - Library* (for awards for librarians)

United States Government (continued)

4. The Peace Corps

Online: http://www.peacecorps.gov

School Libraries

Recruitment Agencies:

1. International School Services (ISS)

Online: http://www.iss.edu

Comments: Summer and winter International Recruitment Centers (conferences/job fairs) are held each year in various cities in the United States. There is a $150 (online) to $175 (paper) fee to establish a file with the organization and additional costs to attend the conferences.

2. The University of Northern Iowa (UNI)

Online: http://www.uni.edu/placement/overseas

Comments: One job fair held every year. A registration fee of $140 includes the fair, 6 issues of the newsletter, a Fact Sheet Book and a credential/referral service.

Government:

1. The Department of Defense Education Activity

Online: http://www.odedodea.edu

Comments: The Department of Defense requires a series of forms to complete and steps to take before candidates are eligible.

School Libraries (continued)

Publications:

1. *The International Educator (TIE)*

Print: Published quarterly in Massachusetts (not the Washington, DC publication of a similar title).

Online: http://www.ticonline.com

Comments: A $35 annual subscription fee for four issues plus a jobs issue in June.

Additional Sources:

Carpenter, Julie. 1991. Exporting British expertise: Britain's travelling librarians. *British Book News* (December): 804-805.

Copeland, Sally. 1995. Library connections abroad. *CSLA Journal: Official Publication of the California School Library Association* 19, no. 1:8-11.

Kroder, Peggy, Kris Swank, and Peter Brush. 1997. Three tales of global reach. *American Libraries* 28, no. 9:44-50.

London, Ellen. 1994. School librarians abroad: Keeping in touch, having our say. *Wilson Library Bulletin* (November): 27-28.

Weeks, Gerald M. 1983. Time for a change--Try a job exchange. *Canadian Library Journal* 40, no. 3 (June): 165-167.

Williamson, Linda E. 1988. *Going international: Librarians' preparation guide for a work experience/job exchange abroad.* Chicago: American Library Association.

REFERENCE LIST

Allen, Bryce, and David Reser. 1990. Content analysis in library and information science research. *Library and Information Science Review* 12:251-262.

Baird, Nicola. 1993. Volunteering: The busman's holiday. *British Book News* (July): 434-435.

Beall, Jeffrey. 1991. Describing the foreign language skills of catalogers in academic libraries. *Cataloging & Classification Quarterly* 14, no. 1:39-47.

Brazier, Helen. 1993. On being a volunteer librarian. *Aslib Information* 21, no. 3 (March): 106-108.

Brimsek, Tobi A. 1991. Washington D.C. special library job requirements: An analysis of *Washington Post* job advertisements 1983-1989. *Special Libraries* 82 (Winter): 40-44.

Busha, Charles, and Stephen Harter. 1980. *Research Methods in Librarianship.* Littleton, CO: Libraries Unlimited.

Cassell, Kay Ann. 1999. A world of difference: The Peace Corps story. *American Libraries* 30, no. 7 (August): 56-59.

Cloonan, Michèle Valerie, and Patricia C. Norcott. 1989. Evolution of preservation librarianship as reflected in job descriptions form 1975 through 1987. *College & Research Libraries* 50 (November): 646-656.

Copeland, Ann W. 1997. The demand for serials catalogers: An analysis of job advertisements, 1980-1995. *The Serials Librarian* 32, nos. 1-2:27-37.

Detlefsen, Ellen G. 1992. Specialists as professionals in research libraries: An overview of trends and an analysis of job announcements. *Library Trends* 41, no. 2 (Fall): 187-197.

Field, Karen. 1993. Law librarianship: A content analysis of positions advertised in the AALL Newsletter. Master's research paper, School of Library and Information Science, Kent State University.

Foote, Margaret. 1997. The systems librarian in the U.S. academic libraries: A survey of Announcements from *College & Research Libraries News,* 1990-1994. *College & Research Libraries* 58 (November): 517-526.

Jackson, Joseph A., and R. Wilburn Clouse. 1988. Academic library status: A review of Employment opportunities. *Behavioral & Social Sciences Librarian* 6, nos. 3-4: 139-166.

Keane, Nancy J. 1989. Library exchanges in the UK. *International Library Review* 21, no. 3 (July): 441-442.

Kendrick, Aubrey. 1990. The educational background and work experience of academic Business librarians. *RQ* 29 (Spring): 394-399.

Larsson, Jane (JLARSSON@iss.edu). (2000, May 22). Re: library position postings. E-mail to Bethany Yackin (yackinb@yahoo.com).

Mueller, Carolyn J., and Margaret V. Mering. 1991. Serials positions in U.S. academic Libraries, 1980-1988: A survey of position announcements. *Library Resources & Technical Services* 35 (October): 416-421.

Olden, Anthony. 1979. Expatriates. *Library Review* 28 (Winter): 247-253.

Parker, J. Stephen. 1979. The overseas library consultant. *Library Review* 28 (Winter): 214-225.

Reser, David W., and Anita P. Schuneman. 1992. The academic library job market: A content analysis comparing public and technical services. *College and Research Libraries* 53 (January): 49-59.

Robinson, William C. 1993. Academic library collection development and management positions: Announcements in *College & Research Libraries News* from 1980 Through 1991. *Library Resources & Technical Services* 37 (April): 134-146.

Roling, Tracey (overseas.placement@uni.edu). (2000, May 23). Re: a list of library positions. E-mail to Bethany Yackin (yackinb@yahoo.com).

Stanley, Deborah, and Jack Cooper. 1997. Swapping Loughborough for California. *Library Association Record* 99, no. 9 (September): 499-489.

White, Gary W. 1999. Academic subject specialist positions in the United States: A content analysis of announcements form 1990 through 1998. *The Journal of Academic Librarianship* 25, no. 5:372-382.

Wright, Joyce C. 1988. Job opportunities for academic and public librarians: 1980-1984. *Journal of library Administration* 9, no. 2:45-58.

Xu, Hong. 1996. The impact of automation on job requirements and qualifications for catalogers and reference librarians in academic libraries. *Library Resources & Technical Services* 40 (January): 9-31.

Zhou, Yuan. 1996. Analysis of trends in demand for computer-related skills for academic librarians from 1974 to 1994. *College & Research Libraries* 57 (May): 259-272.